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ABSTRACT

This paper reports on a study conducted for the Alabama State Department of Education. The study's purpose was to provide a clear perspective on the current abilities of school leaders to provide technology leadership in schools and school districts. All district superintendents and school principals who attended (N=341) the Alabama Renaissance Technology Academy for School Leaders took the Renaissance survey for school leaders online at the beginning of their training and after 10 months of training. The survey was composed of five factors regarding school leaders' perspectives on providing technology leadership in their districts. These factors are a vision for technology, staff development, encouraging instructional integration of technology, infrastructure for technology, and using technology. Factor analytical results from the first survey show a dominating factor loading in the intermediate range, followed in magnitude by advanced, then beginning, and mentoring showing the lowest factor loading. The second survey shows increased factor loading in the advanced range, followed by intermediate, then mentoring, and beginning with the lowest loading. Survey results thus reveal enhanced abilities of school leaders to provide technological leadership in their schools and school districts after 10 months of training in educational technology. (RT)

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Alabama Renaissance Technology Academy (ARTA) for School Leaders Survey Report (Pre & Post Data)

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Introduction

The Alabama State Department of Education is interested in getting a clear perspective regarding the current abilities of school leaders to provide technology leadership in schools and school districts. All of the attendees of district superintendents and school principals to the Alabama Renaissance Technology Academy for School Leaders training workshop took the Renaissance survey for school leaders online. The survey was posted on the Profiler PT3 web server (http://profiler.pt3.org). All of these school leaders used the assigned login name and password to access this survey. Three hundred and forty-one people took the survey yield 100% return rate (N=341).

The survey was composed based on the 5 factors regarding school leaders' perspectives of providing technology leadership role in their school districts and schools and Technology Standards for School Administrators (TSSA). The 5 factors are 1) a vision for technology, 2) staff development, 3) encouraging instructional integration of technology, 4) infrastructure for technology, 5) using technology. Twenty-seven questions were asked in the survey to cover the above 5 factors, another 5 questions were included for demographic information. The response to each question has 4 choices of beginning, intermediate, advanced, and mentoring denoting the levels of implementation related to the leadership role of technology in their schools and districts.

Results

Demographic information

Among the 341 attendees, there are 304 principals, 5 assistant principal, 27 superintendents, and 5 other district level administrators. Twenty-three of them have one

year experience as an administrator, 110 have one to five years, 92 have six to ten years, and 116 have more than 10 years experience as an administrator. One hundred and eighty-four of them describe their school/districts' location as rural, 70 describe theirs as suburban, 55 describe theirs as urban, and 32 describe theirs as combination. One hundred and sixty-two indicated their grade level of primary leadership responsibilities are early childhood/elementary school, 46 are middle school/junior high, 45 are in high school, and 53 indicated theirs as combination.(See Table 1).

Table 1
Demographic information

P	AP	SI	O	1yr	1-5yrs	6-10yrs	>10yrs	R	S	U	C
304	5	27	5	4	110	92	116	184	77	55	32

Note: *P – Principal, AP - Assistant Principal, SI – Superintendent, O – Other District Administrator, R – Rural, S – Suburban, U – Urban, C – Combination.*

Survey Questions

Twenty-seven questions were asked regarding the school leaders' perspectives about the role of providing the technology leadership in their schools/districts based on the five factors. The 4 response choices are

1. I rarely or never attempt to do this, or I rarely or never am successful denoting as a beginning level of implementation.
2. I systematically attempt to do this and am somewhat successful denoting as an intermediate level of implementation.
3. I systematically attempt to do this, and am highly successful in my school and district denoting as an advanced level of implementation.
4. I am highly successful at doing this in my school and district, and have helped others be successful denoting as a mentoring level of implementation.

See table 2 for detailed information of its frequency percentage of responses on each of questions (n=341).

Table 2
Percentage of responses on each question

Factor 1 A Vision for Technology				
Questions	Beginning (%)	Intermediate (%)	Advanced (%)	Mentoring (%)
1. Communicate a vision for technology with students, teachers, parents, and the business community.	12.3	65.1	17.3	5.3
2. Foster and nurture an environment that supports continuous innovative uses of technology.	8.5	54.5	28.7	8.2
3. Develop a technology plan that supports the vision for technology.	11.1	54.0	30.8	4.1
4. Use data from technology sources to make decisions regarding the integration of technology.	24.3	56.0	16.7	2.9
5. Advocate research-based best practices in uses of technology.	30.2	52.2	15.0	2.6
6. Promote overall school improvement using technology tools.	10.9	56.3	27.9	5.0
Average	16.2	56.4	27.8	4.7
Factor 2: Staff Development				
7. Use staff evaluation results to ensure quality professional development opportunities to improve learning and teaching with technology.	20.8	53.7	22.0	3.5
8. Use staff evaluations results that measure technology integration to make informed personnel decisions.	40.2	49.3	10.0	0.6
9. Collect/analyze data, and communicate findings using technology tools in order to improve instructional practice and student learning.	28.2	49.9	17.9	4.1
10. Engage faculty and staff in sustained, job-related professional development using technology resources.	17.6	57.8	22.3	2.3
11. Formally evaluate the staff's technology knowledge, skills, and integration.	41.9	44.0	12.3	1.8
Average	29.7	50.9	33.8	4.9
Factor 3: Encouraging Instructional Integration of Technology				
12. Support instructional methods that use technology to promote higher-level thinking, decision-making, and problem-solving skills.	12.0	52.2	32.6	3.2
13. Encourage the use of technology to meet individual student needs.	11.1	55.4	29.6	3.8
14. Encourage innovative learning environments in which students collaboratively use technology to solve problems, use the Internet, etc.	22.9	50.7	23.8	2.6
15. Ensure that all learners have access to technology resources.	7.3	39.9	44.9	7.9

Questions	Beginning (%)	Intermediate (%)	Advanced (%)	Mentoring (%)
16. Ensure that teachers have adequate and quality professional development for the purpose of improving learning and teaching with technology.	12.0	56.1	25.5	6.5
17. Support varied uses of technology to improve student achievement.	11.4	56.0	28.4	4.1
Average	12.8	51.7	30.8	4.7
Factor 4: Infrastructure for Technology				
18. Implement a plan to purchase, repair, and replace technology on a continuing basis.	15.5	49.3	30.8	4.4
19. Allocate financial and human resources to ensure full implementation of the technology plan.	16.1	51.6	27.9	4.4
20. Ensure compatibility of technologies through purchases, creation of policies, requesting/sharing product information, etc.	19.9	49.3	25.2	5.6
21. Integrate the school/district technology plan with other school/district programs.	27.9	46.6	22.3	3.2
Average	19.9	49.2	26.6	4.4
Factor 5: Using Technology				
22. Manage budget, student information, scheduling, and inventories using technology tools.	12.6	37.0	39.6	10.9
23. Communicate and collaborate with peers, staff, parents, and the larger community (i.e. email, presentations, etc.) using technology tools.	21.4	41.3	28.7	8.5
24. Identify, communicate, model, and enforce social, legal, and ethical practices related to technology use.	20.5	38.7	34.3	6.5
25. Model the routine and effective use of technology.	17.3	45.7	26.7	10.3
26. Actively research the best and most cost-effective technology resources for learning, communication, and productivity.	30.5	47.2	19.6	2.6
27. Communicate, model, and enforce security and online safety guidelines relating to the use of technology.	18.2	40.8	36.4	4.7
Average	20.1	41.8	31.0	7.3

Factor Analysis

Five factors are considered regarding school leaders' perspectives of providing technology leadership role in their school districts and schools. Prevalence is determined

by calculating the mean percentage from the four responses. The factor 2 – Staff Development ranks the highest response (29.8%), the factor 3 - Encouraging Instructional Integration of Technology ranks the lowest response (25.0%), and there is no big difference for factor 1, 4, and 5. (See figure 1).

Within five factors to all of the survey questions, the responses of beginning, intermediate, advanced, and mentoring level that the highest percentage is the intermediate one (56.4%, 50.9%, 51.7%, 49.2%, and 41.8%), that is "I systematically attempt to do this and am somewhat successful.", the lowest percentage is the mentoring one (4.7%, 4.9%, 4.7%, 4.4%, and 7.3%), that is "I am highly successful at doing this in my school and district, and have helped others be successful.". The other two response levels are not significantly different from each other. (See figure 2)

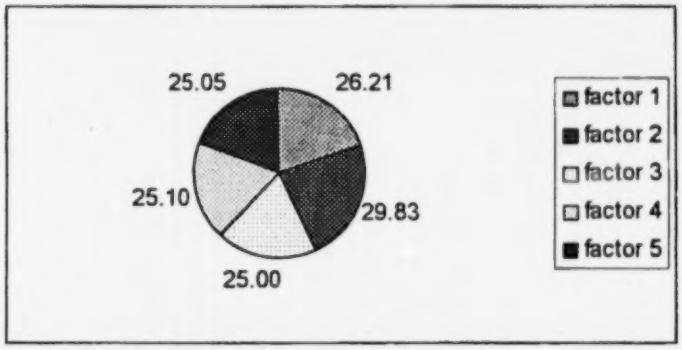

Figure 1 : Mean percentage of five factors

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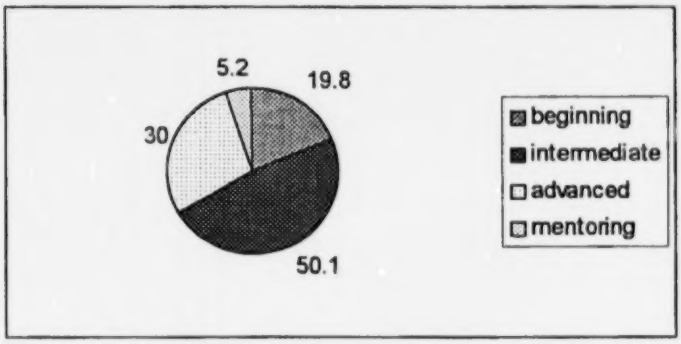

Figure 2: Mean percentage of responses within five factors

The 4 levels of responses to each question under 5 factors are different. Table 3 presents the highest percentages of questions at each response level under 5 factors.

Table 3
The Highest Percentages of Questions

Factor 1: A Vision for Technology			
Beginning	Intermediate	Advanced	Mentoring
Advocate research-based best practices in uses of technology.	Communicate a vision for technology with students, teachers, parents, and the business community.	Develop a technology plan that supports the vision for technology	Foster and nurture an environment that supports continuous innovative uses of technology.
Factor 2: Staff Development			
Formally evaluate the staff's technology knowledge, skills, and integration.	Engage faculty and staff in sustained, job-related professional development using technology resources.	Engage faculty and staff in sustained, job-related professional development using technology resources.	Collect/analyze data, and communicate findings using technology tools in order to improve instructional practice and student learning.
Factor 3: Encouraging Instructional Integration of Technology			
Encourage innovative learning environments in which students collaboratively use technology to solve problems, use the Internet, etc.	Ensure that teachers have adequate and quality professional development for the purpose of improving learning and teaching with technology.	Ensure that all learners have access to technology resources.	Ensure that all learners have access to technology resources.
Factor 4: Infrastructure for Technology			
Integrate the school/district technology plan with other school/district programs.	Allocate financial and human resources to ensure full implementation of the technology plan.	Implement a plan to purchase, repair, and replace technology on a continuing basis.	Ensure compatibility of technologies through purchases, creation of policies, requesting/sharing product information, etc.

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Factor 5: Using Technology			
Beginning	Intermediate	Advanced	Mentoring
. Actively research the best and most cost-effective technology resources for learning, communication, and productivity.	Actively research the best and most cost-effective technology resources for learning, communication, and productivity.	Communicate, model, and enforce security and online safety guidelines relating to the use of technology.	Manage budget, student information, scheduling, and inventories using technology tools.

Alabama Renaissance Technology Academy (ARTA)
for School Leaders Survey Report (Post Data)

Introduction

All of the attendees of district superintendents and school principals to the Alabama Renaissance Technology Academy for School Leaders training workshop took the Renaissance survey for school leaders online at their first day of training in January 2002. After their 10 months extensive training, some of them graduated from this training workshop, and they were asked to retake the same survey again to see their progress in providing technology leadership in schools and school districts. The survey was posted on the Profiler PT3 web server (http://profiler.pt3.org). All of these school leaders still used their assigned login name and password to access the survey. One hundred and sixty-five people took the survey in October, 2002 (N=165).

The survey was composed based on the 5 factors regarding school leaders' perspectives of providing technology leadership role in their school districts and schools and Technology Standards for School Administrators (TSSA). The 5 factors are 1) a vision for technology, 2) staff development, 3) encouraging instructional integration of technology, 4) infrastructure for technology, 5) using technology. Twenty-seven questions were asked in the survey to cover the above 5 factors, another 5 questions were included for demographic information. The response to each question has 4 choices of beginning, intermediate, advanced, and mentoring denoting the levels of implementation related to the leadership role of technology in their schools and districts.

Results

Demographic information

Among the 165 attendees, there are 151 principals, 2 assistant principal, 9 superintendents, and 3 other district level administrators. Four of them have one year experience as an administrator, 52 have one to five years, 51 have six to ten years, and 58 have more than 10 years experience as an administrator. Eighty-nine of them describe their school/districts' location as rural, 27 describe theirs as suburban, 32 describe theirs as urban, and 17 describe theirs as combination. Ninety-three indicated their grade level of primary leadership responsibilities are early childhood/elementary school, 20 are middle school/junior high, 25 are in high school, and 27 indicated theirs as combination.(See Table 1).

Table 1
Demographic information

P	AP	SI	O	1yr	1-5yrs	6-10yrs	>10yrs	R	S	U	C
151	2	9	3	4	52	51	58	89	27	32	17

Note: *P – Principal, AP - Assistant Principal, SI – Superintendent, O – Other District Administrator, R – Rural, S – Suburban, U – Urban, C – Combination.*

Survey Questions

Twenty-seven questions were asked regarding the school leaders' perspectives about the role of providing the technology leadership in their schools/districts based on the five factors. The 4 response choices are

5. I rarely or never attempt to do this, or I rarely or never am successful denoting as a beginning level of implementation.
6. I systematically attempt to do this and am somewhat successful denoting as an intermediate level of implementation.

7. I systematically attempt to do this, and am highly successful in my school and district denoting as an advanced level of implementation.

8. I am highly successful at doing this in my school and district, and have helped others be successful denoting as a mentoring level of implementation.

See table 2 for detailed information of its frequency percentage of responses on each of questions (n=165).

Table 2
Percentage of responses on each question

Factor 1 A Vision for Technology				
Questions	Beginning (%)	Intermediate (%)	Advanced (%)	Mentoring (%)
1. Communicate a vision for technology with students, teachers, parents, and the business community.	3.0	47.3	33.3	16.4
2. Foster and nurture an environment that supports continuous innovative uses of technology.	4.2	36.4	43.6	15.8
3. Develop a technology plan that supports the vision for technology.	4.2	37.6	45.5	12.7
4. Use data from technology sources to make decisions regarding the integration of technology.	4.2	42.4	46.7	6.7
5. Advocate research-based best practices in uses of technology.	3.6	53.9	33.3	9.1
6. Promote overall school improvement using technology tools.	1.8	32.1	52.1	13.9
Average	2.8	41.2	42.4	12.4
Factor 2: Staff Development				
7. Use staff evaluation results to ensure quality professional development opportunities to improve learning and teaching with technology.	4.2	41.8	43.6	10.3
8. Use staff evaluations results that measure technology integration to make informed personnel decisions.	9.7	55.8	30.9	3.6
9. Collect/analyze data, and communicate findings using technology tools in order to improve instructional practice and student learning.	6.1	46.7	39.4	7.9
10. Engage faculty and staff in sustained, job-related professional development using technology resources.	3.0	46.7	41.8	8.5
11. Formally evaluate the staff's technology knowledge, skills, and integration.	9.1	55.8	30.9	4.2
Average	6.4	49.4	37.3	6.9

Factor 3: Encouraging Instructional Integration of Technology				
Questions	Beginning (%)	Intermediate (%)	Advance (%)	Mentoring (%)
12. Support instructional methods that use technology to promote higher-level thinking, decision-making, and problem-solving skills.	4.2	40.0	50.9	4.8
13. Encourage the use of technology to meet individual student needs.	3.6	41.2	44.2	10.9
14. Encourage innovative learning environments in which students collaboratively use technology to solve problems, use the Internet, etc.	10.9	41.8	41.2	6.1
15. Ensure that all learners have access to technology resources.	3.6	23.0	61.2	12.1
16. Ensure that teachers have adequate and quality professional development for the purpose of improving learning and teaching with technology.	4.2	29.7	53.9	12.1
17. Support varied uses of technology to improve student achievement.	3.0	38.8	50.9	7.3
Average	4.9	35.8	50.4	8.9
Factor 4: Infrastructure for Technology				
18. Implement a plan to purchase, repair, and replace technology on a continuing basis.	5.5	31.5	54.5	8.5
19. Allocate financial and human resources to ensure full implementation of the technology plan.	6.7	38.2	49.1	6.1
20. Ensure compatibility of technologies through purchases, creation of policies, requesting/sharing product information, etc.	7.3	42.4	44.2	6.1
21. Integrate the school/district technology plan with other school/district programs.	12.7	44.2	37.6	5.5
Average	8.1	39.1	46.4	6.6
Factor 5: Using Technology				
22. Manage budget, student information, scheduling, and inventories using technology tools.	5.5	23.0	54.5	17.0
23. Communicate and collaborate with peers, staff, parents, and the larger community (i.e. email, presentations, etc.) using technology tools.	6.7	40.0	36.4	17.0
24. Identify, communicate, model, and enforce social, legal, and ethical practices related to technology use.	7.3	44.2	41.2	7.3
25. Model the routine and effective use of technology.	6.7	36.4	40.6	16.4

Questions	Beginning (%)	Intermediate (%)	Advance (%)	Mentoring (%)
26. Actively research the best and most cost-effective technology resources for learning, communication, and productivity.	14.5	43.6	38.8	3.0
27. Communicate, model, and enforce security and online safety guidelines relating to the use of technology.	6.1	39.4	48.5	6.1
Average	7.8	37.8	43.3	11.1

Factor Analyze

Five factors are considered regarding school leaders' perspectives of providing technology leadership role in their school districts and schools. Prevalence is determined by calculating the mean percentage from the four responses. There is no big difference for all 5 factors (24.7%, 25%, 25%, 25.1%, and 25%).

Within five factors to all of the survey questions, the responses of beginning, intermediate, advanced, and mentoring level that the highest percentage is the advanced one as response (44.0%), that is "I systematically attempt to do this, and am highly successful in my school and district.", the lowest percentage is the beginning one (6.0%), that is "I rarely or never attempt to do this, or I rarely or never am successful". The other two response levels of intermediate and mentoring are significantly different from each other (40.7% vs. 9.2%). (See figure 2)

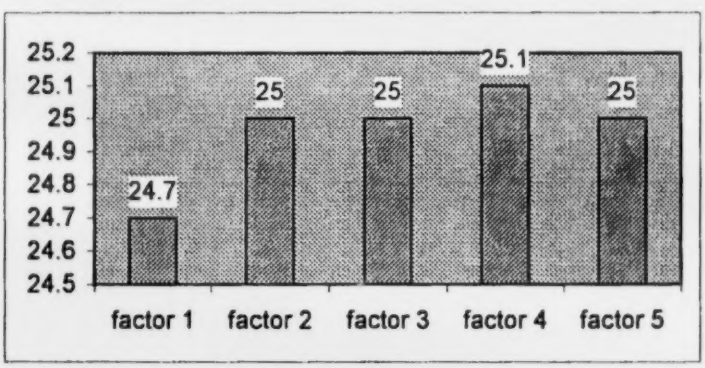

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Figure 1 : Mean percentage of five factors

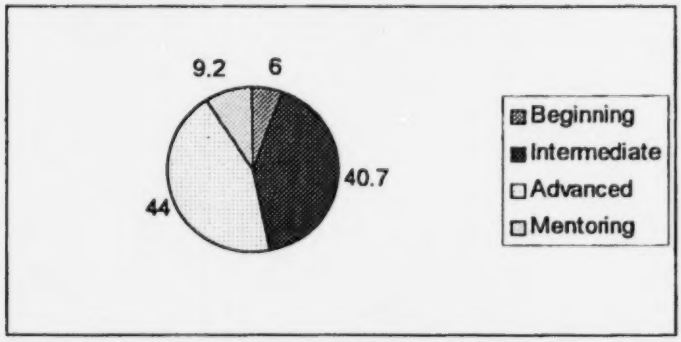

Figure 2: Mean percentage of responses within five factors

The 4 levels of responses to each question under 5 factors are different. Table 3 presents the highest percentages of questions at each response level under 5 factors.

Table 3
The Highest Percentages of Questions

Factor 1: A Vision for Technology			
Beginning	Intermediate	Advanced	Mentoring
2. Foster and nurture an environment that supports continuous innovative uses of technology. 3. Develop a technology plan that supports the vision for technology. 4. Use data from technology sources to make decisions regarding the integration of technology.	5. Advocate research-based best practices in uses of technology.	6. Promote overall school improvement using technology tools.	1. Communicate a vision for technology with students, teachers, parents, and the business community.
Factor 2: Staff Development			
Beginning	Intermediate	Advanced	Mentoring

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8. Use staff evaluations results that measure technology integration to make informed personnel decisions.	8. Use staff evaluations results that measure technology integration to make informed personnel decisions. 11. Formally evaluate the staff's technology knowledge, skills, and integration.	7. Use staff evaluation results to ensure quality professional development opportunities to improve learning and teaching with technology.	7. Use staff evaluation results to ensure quality professional development opportunities to improve learning and teaching with technology.
Factor 3: Encouraging Instructional Integration of Technology			
14. Encourage innovative learning environments in which students collaboratively use technology to solve problems, use the Internet, etc.	14. Encourage innovative learning environments in which students collaboratively use technology to solve problems, use the Internet, etc.	15. Ensure that all learners have access to technology resources.	15. Ensure that all learners have access to technology resources. 16. Ensure that teachers have adequate and quality professional development for the purpose of improving learning and teaching with technology.
Factor 4: Infrastructure for Technology			
21. Integrate the school/district technology plan with other school/district programs.	21. Integrate the school/district technology plan with other school/district programs.	18. Implement a plan to purchase, repair, and replace technology on a continuing basis.	18. Implement a plan to purchase, repair, and replace technology on a continuing basis.
Factor 5: Using Technology			
Beginning	Intermediate	Advanced	Mentoring
26. Actively research the best and most cost-effective technology resources for learning, communication, and productivity.	24. Identify, communicate, model, and enforce social, legal, and ethical practices related to technology use.	22. Manage budget, student information, scheduling, and inventories using technology tools.	22. Manage budget, student information, scheduling, and inventories using technology tools. 23. Communicate and collaborate with peers, staff, parents, and the larger community (i.e. email, presentations, etc.) using technology tools.

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